



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 11861448  
SAU: Wiscasset School Department  
School: Wiscasset Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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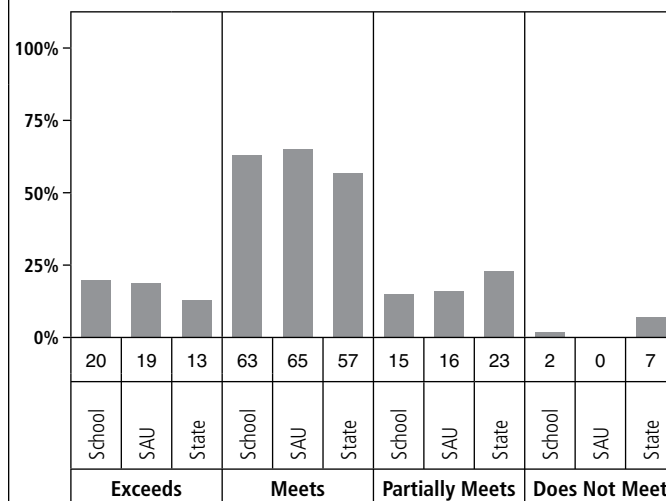
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 6  
SAU: Wiscasset School Department  
School: Wiscasset Middle School

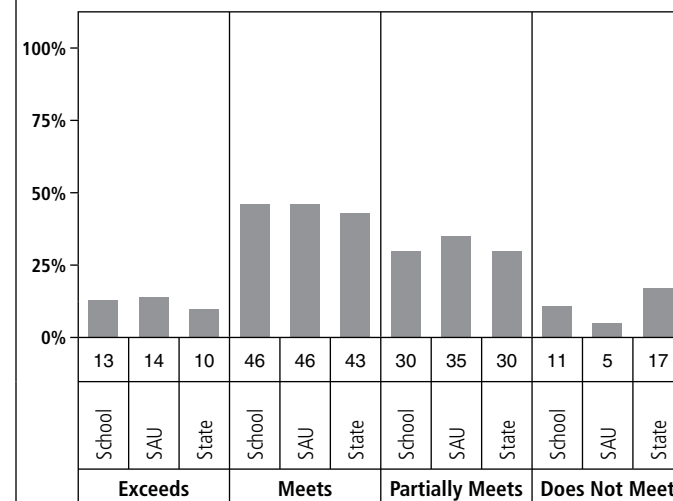
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	646	645	644
2006–2007	651	651	646
<b>2007–2008</b>	<b>652</b>	<b>652</b>	<b>648</b>
Cum. Avg. *	650	649	646
<b>Mathematics</b>			
2005–2006	643	643	641
2006–2007	645	644	643
<b>2007–2008</b>	<b>645</b>	<b>646</b>	<b>642</b>
Cum. Avg. *	644	644	642

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: Wiscasset School Department  
School: Wiscasset Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	47	100	38	100	14365	100	47	100	38	100	14266	99	47	100	38	100	14268	99												
Ethnicity African American/Black	0	0	0	0	418	3	0	0	0	0	407	97	0	0	0	0	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	0	0	0	0	249	2	0	0	0	0	249	100	0	0	0	0	248	100												
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99												
Caucasian/White	47	100	38	100	13438	94	47	100	38	100	13353	100	47	100	38	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	10	21	7	18	2518	18	10	100	7	100	2479	99	10	100	7	100	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	24	51	19	50	5335	37	24	100	19	100	5277	99	24	100	19	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	39	83	32	84	11613	81	39	83	32	84	11626	81												
Identified disability (PET/IEP)	2	5	1	3	373	3	2	5	1	3	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	1	3	1	3	149	1	1	3	1	3	150	1												
<b>Participation with accommodations</b>	7	15	5	13	2451	17	7	15	5	13	2446	17												
Identified disability (PET/IEP)	7	100	5	100	1909	78	7	100	5	100	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	0	0	0	0	350	14	0	0	0	0	335	14												
<b>Participation through alternate assessment (PAAP)</b>	1	2	1	3	197	1	1	2	1	3	196	1												
Identified disability (PET/IEP)	1	100	1	100	197	100	1	100	1	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0												
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Wiscasset School Department  
School: Wiscasset Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	7	15	4	13	1176	8
	2006-2007	6	15	5	15	1132	8
	<b>2007-2008</b>	<b>9</b>	<b>20</b>	<b>7</b>	<b>19</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	22	17	16	16	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	23	49	16	50	7612	51
	2006-2007	27	68	22	67	8127	57
	<b>2007-2008</b>	<b>29</b>	<b>63</b>	<b>24</b>	<b>65</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	79	59	62	61	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	11	23	7	22	4080	27
	2006-2007	4	10	3	9	3549	25
	<b>2007-2008</b>	<b>7</b>	<b>15</b>	<b>6</b>	<b>16</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	22	17	16	16	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	6	13	5	16	2005	13
	2006-2007	3	8	3	9	1478	10
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>981</b>	<b>7</b>
	Cum. Total*	10	8	8	8	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	36.0	64.3	36.2	64.6	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	17.7	63.2	17.6	62.9	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	18.4	65.7	18.6	66.4	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Wiscasset School Department  
 School: Wiscasset Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	46	9	20	29	63	7	15	1	2	652	37	19	65	16	0	652	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	0										0						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	0										0						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	46	9	20	29	63	7	15	1	2	652	37	19	65	16	0	652	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	3	33	2	22	3	33	1	11	651	6	33	17	50	0	651	2282	2	29	42	27	636
No	37	6	16	27	73	4	11	0	0	653	31	16	74	10	0	653	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										0						329	4	44	30	22	640
No	46	9	20	29	63	7	15	1	2	652	37	19	65	16	0	652	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	23	2	9	15	65	5	22	1	4	649	18	11	67	22	0	650	5153	6	51	31	12	643
No	23	7	30	14	61	2	9	0	0	656	19	26	63	11	0	654	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	46	9	20	29	63	7	15	1	2	652	37	19	65	16	0	652	14057	13	57	23	7	648
<b>Gender</b>																						
Female	18	2	11	12	67	4	22	0	0	650	18	11	67	22	0	650	6967	16	59	20	5	650
Male	28	7	25	17	61	3	11	1	4	654	19	26	63	11	0	654	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1186	6	41	42	11	642
No	45	9	20	29	64	6	13	1	2	653	36	19	67	14	0	653	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	6	3	50	3	50	0	0	0	0	665	4						557	50	48	2	0	661
No	40	6	15	26	65	7	18	1	3	650	33	15	67	18	0	651	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 6  
 SAU: Wiscasset School Department  
 School: Wiscasset Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	2 52 39 7	0 4 5 0	0 17 29 0	0 15 10 2	0 65 59 67	1 4 2 0	100 17 12 0	0 0 0 1	0 0 0 33	634 652 654 647	3 58 36 3	0 14 31 0	0 71 54 100	100 14 15 0	0 0 0 0	634 652 654 652	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	32 57 11 0	4 4 1 0	29 16 20 0	7 19 1 0	50 76 20 0	3 2 2 0	21 8 40 0	0 0 1 0	0 0 20 0	652 653 645 0	33 56 11 0	25 15 25 0	50 80 25 0	25 5 50 0	0 0 0 0	651 654 650 0	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	36 55 9 0	2 6 1 0	13 25 25 0	11 15 1 0	69 63 25 0	2 3 2 0	13 13 50 0	1 0 0 0	6 0 0 0	653 653 645 0	33 58 8 0	17 19 33 0	67 67 33 0	17 14 33 0	0 0 0 0	655 651 648 0	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	27 52 20	1 6 2	8 26 22	10 12 5	83 52 56	0 5 2	0 22 22	1 0 0	8 0 0	651 653 651	22 58 19	13 24 14	88 57 57	0 19 29	0 0 0	652 653 650	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	2 52 45	0 2 7	0 9 35	1 16 10	100 70 50	0 4 3	0 17 15	0 1 0	0 4 0	654 648 657	0 58 42	0 10 33	0 76 47	0 14 20	0 0 0	654 650 656	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	64 34 2	7 2 0	25 13 0	17 10 0	61 67 0	3 3 1	11 20 100	1 0 0	4 0 0	654 650 638	61 36 3	23 15 0	64 69 0	14 15 100	0 0 0	654 651 638	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	23 50 7 20	3 5 0 1	30 23 0 11	5 14 2 6	50 64 67 67	2 3 1 1	20 14 33 11	0 0 0 1	0 0 0 11	654 653 645 649	25 50 6 19	33 17 0 14	44 72 50 71	22 11 50 14	0 0 0 0	654 652 643 652	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
<b>Optional school/SAU question</b> A. B. C. D.	0 25 25 50	0 0 0 0	0 0 0 0	1 1 1 1	100 100 100 50	0 0 0 1	0 0 0 50	0 0 0 0	0 0 0 0	650 658 658 644	0 33 33 33	0 0 0 0	100 100 100 0	0 0 0 100	0 0 0 0	650 658 658 638						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Wiscasset School Department  
School: Wiscasset Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	4	9	3	9	1463	10
	2006-2007	4	10	3	9	2092	15
	<b>2007-2008</b>	<b>6</b>	<b>13</b>	<b>5</b>	<b>14</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	14	11	11	11	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	22	47	15	47	5914	40
	2006-2007	20	50	16	48	5731	40
	<b>2007-2008</b>	<b>21</b>	<b>46</b>	<b>17</b>	<b>46</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	63	47	48	47	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	14	30	8	25	4494	30
	2006-2007	13	33	11	33	4175	29
	<b>2007-2008</b>	<b>14</b>	<b>30</b>	<b>13</b>	<b>35</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	41	31	32	31	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	7	15	6	19	3014	20
	2006-2007	3	8	3	9	2308	16
	<b>2007-2008</b>	<b>5</b>	<b>11</b>	<b>2</b>	<b>5</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	15	11	11	11	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>19</b>	<b>34</b>	10.7	56.3	10.8	56.8	9.6	50.5
<b>Cluster 2: Shape and Size</b>	<b>15</b>	<b>27</b>	8.3	55.3	8.4	56.0	8.1	54.0
<b>Cluster 3: Mathematical Decision Making</b>	<b>7</b>	<b>13</b>	4.1	58.6	4.1	58.6	4.2	60.0
<b>Cluster 4: Patterns</b>	<b>15</b>	<b>27</b>	8.0	53.3	8.1	54.0	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Wiscasset School Department  
 School: Wiscasset Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	46	6	13	21	46	14	30	5	11	645	37	14	46	35	5	646	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	0										0						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	0										0						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	46	6	13	21	46	14	30	5	11	645	37	14	46	35	5	646	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	2	22	1	11	3	33	3	33	636	6	17	17	50	17	636	2283	2	18	31	49	627
No	37	4	11	20	54	11	30	2	5	647	31	13	52	32	3	647	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										0						339	5	22	32	41	631
No	46	6	13	21	46	14	30	5	11	645	37	14	46	35	5	646	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	23	2	9	8	35	9	39	4	17	639	18	11	39	44	6	642	5160	4	34	36	26	636
No	23	4	17	13	57	5	22	1	4	650	19	16	53	26	5	649	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	46	6	13	21	46	14	30	5	11	645	37	14	46	35	5	646	14065	10	43	30	17	642
<b>Gender</b>																						
Female	18	1	6	7	39	9	50	1	6	643	18	6	39	50	6	643	6974	10	43	31	16	642
Male	28	5	18	14	50	5	18	4	14	646	19	21	53	21	5	648	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1192	4	23	43	30	634
No	45	6	13	21	47	13	29	5	11	645	36	14	47	33	6	646	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	6	4	67	2	33	0	0	0	0	664	4						557	53	42	4	0	663
No	40	2	5	19	48	14	35	5	13	642	33	6	48	39	6	643	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: Wiscasset School Department  
School: Wiscasset Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	100	0	0	630	3	0	0	100	0	630	6	6	33	31	31	635
B. less than one hour	52	2	9	14	61	6	26	1	4	648	58	10	62	29	0	649	56	11	43	30	16	643
C. one to two hours	39	4	24	5	29	7	41	1	6	645	36	23	23	46	8	644	34	11	45	30	14	644
D. more than two hours	7	0	0	2	67	0	0	1	33	640	3	0	100	0	0	644	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	43	2	11	10	53	6	32	1	5	645	44	6	56	38	0	646	45	14	47	28	11	646
B. They match some of what I have learned.	48	2	10	11	52	7	33	1	5	646	44	13	50	38	0	647	43	8	43	33	17	641
C. They match just a little of what I have learned.	9	2	50	0	0	1	25	1	25	647	11	50	0	25	25	647	9	6	30	33	32	635
D. There is no match.	0										0						3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	28	4	33	8	67	0	0	0	0	659	29	40	60	0	0	660	29	24	51	17	8	651
B. good	51	2	9	11	50	9	41	0	0	645	51	6	50	44	0	643	48	6	45	33	16	641
C. fair	21	0	0	1	11	5	56	3	33	631	20	0	14	71	14	635	19	1	29	42	28	634
D. poor	0										0						3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	26	1	9	8	73	2	18	0	0	650	23	13	75	13	0	650	24	5	38	33	24	638
B. about the same as my regular schoolwork	65	4	14	11	39	10	36	3	11	644	66	13	39	43	4	645	62	9	45	31	14	643
C. easier than my regular schoolwork	9	1	25	1	25	2	50	0	0	650	11	25	25	50	0	650	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	57	3	12	13	52	8	32	1	4	646	56	15	50	35	0	646	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	41	2	11	8	44	6	33	2	11	645	44	13	44	38	6	646	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	1	100	0	0	0	0	0	0	664	0						3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	19	0	0	5	63	3	38	0	0	647	20	0	57	43	0	645	17	8	39	30	22	639
B. two or three days a week	44	2	11	10	53	6	32	1	5	645	46	6	56	31	6	644	34	11	44	31	14	643
C. two or three times each month	23	2	20	3	30	3	30	2	20	641	23	25	38	38	0	648	31	12	44	29	15	644
D. never or almost never	14	2	33	3	50	1	17	0	0	655	11	50	25	25	0	656	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	0	0	0	0	1	100	0	0	634	3	0	0	100	0	634	11	11	37	29	23	641
B. two or three days a week	27	1	8	3	25	7	58	1	8	642	31	9	18	64	9	640	32	11	44	30	15	643
C. two or three times each month	50	3	14	12	55	5	23	2	9	645	47	12	65	24	0	648	32	11	45	30	15	643
D. never or almost never	20	2	22	6	67	1	11	0	0	653	19	29	57	14	0	655	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	0	0	2	100	0	0	630	6	0	0	100	0	630	7	6	29	33	32	635
B. 30–45 minutes	28	3	25	3	25	5	42	1	8	646	25	22	22	56	0	646	37	8	39	34	20	640
C. 45–60 minutes	56	3	13	15	63	5	21	1	4	648	58	14	57	24	5	648	42	13	47	28	12	645
D. more than 60 minutes	12	0	0	3	60	1	20	1	20	642	11	0	75	25	0	648	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	25	0	0	0	0	1	100	0	0	640	33	0	0	100	0	640						
C.	25	0	0	0	0	1	100	0	0	634	33	0	0	100	0	634						
D.	50	0	0	0	0	2	100	0	0	631	33	0	0	100	0	628						